Name of Evaluator: _____ Date: _____

Program/Course: _____

Instructor/POC: _____

CAC's Test Job Aid 350-70-5.8d, TEST CONTROL CHECKLIST

Use: This checklist is designed to be used by the test administering activity to maintain the necessary level of test control based upon the required sensitivity of the material as determined by the proponent. It may also be used to prepare for an assistance or accreditation visit, but is not a formal part of the evaluation criteria for the related accreditation standard. (?? Discuss???)

	YES	NO
1. Is a primary and an alternate test manager (a Unit Test Control Officer, course manager, instructor, Distributed Training Facility Manager, etc.) assigned to manage access to sensitive testing material from receipt to return or destruction?	☐	☐
2. If not already marked upon receipt from the proponent, is all sensitive test material marked by the administering activity as to their sensitive nature?	☐	☐
3. Is access to sensitive test materials limited to those individuals having a direct need-to-know?	☐	☐
4. Is sensitive test material inventoried upon receipt and at least quarterly thereafter?	☐	☐
5. Is a record of inventory maintained for at least one year after the inventory is conducted or six months after the test is withdrawn from use?	☐	☐
6. Does the inventory form indicate the exact nature and number of sensitive test material?	☐	☐
7. Is all sensitive test material physically secured in a locked container, cabinet, or password-protected computer when not in actual use?	☐	☐
8. Are all incidences or suspected incidences of unauthorized disclosure, loss, or compromise of sensitive test material investigated?	☐	☐
9. Is appropriate action taken if a suspected unauthorized disclosure, loss, or compromise is substantiated?	☐	☐

Job Aid - Student Records

STUDENT RECORDS | **UNIT:** | **DATE:**

COURSE: _____

NAME	Orders (1)	Enrollment App. (2)	Pre –Execution Checklist (3) (a)	DA Form 705 (4) (b)	DA Form 5500/5501-R (if required) (5) (x)	Initial/ End of Course Counseling (6) (c)	Leadership Position Evaluations (7) (d)	Test Scores (8) (e)	DA Form 1059 (end of course) (9)	Student Performance Evaluation (10)	DA 3349 with MMRB (if applicable)	Dismissal/Appeal Packet (y)	Coded in ATRRS - Reason	REMARKS

TRADOC Reg 350-18

1. Para 3-22,
2. Para 3-28, b(1)
3. Para 3-28, b(3)
4. Para 3-28, b(9)
5. Para 3-24, a, b
6. Para 3-28, b(6)
7. Para 3-28, b(4)
8. Para 3-28, b(5)
9. Para 3-28, b(7),
10. Para 3-29

TRADOC Reg 351-10

a. Para 2-8, a(5), p 9
b. Para 2-8, a(3), p 9
c. Para 2-8, a(2), p 9
d. Para 2-8, a(1), p 9
e. Para 2-8, a(4), p 9

AR 600-9

x. Para 20, a, p 4

AR 351-1

y. Para 5-30

STUDENT DISMISSAL JOB AID

SCHOOL / BATTALION: _____

DATE: _____

	Yes	No	Remarks
a. Determine reason for release.			AR 351-1, Para 5-30
b. Student counseled (DA Form 4856). (CMDT reviews folder/counsels soldier)			
c. Required Memorandums to be produced:			
(1) Notification of Elimination Memorandum to Student.			Para 5-30c(3)(a)
(2) Student has 2 days to submit an appeal for elimination.			Para 5-30c(3)(a)
(3) Student endorsement of counseling and notice of elimination was received.			Para 5-30c(3)(b)
d. If student appeals, forwarded appeal to CMDT and go to item "e". If student does not appeal go to item "i".			Para 5-30c(3)(c)
e. CMDT will forward appeal to JAG for review.			Para 5-30c(3)(c)
f. CMDT will then forward appeal to disinterested SGM (E9) appointed by GCM Convening Authority.			
g. If student appeals and wins, student remains in course and continues training.			
h. If student appeals and loses, see "i" below.			
i. Prepare memorandum to 1st General Officer in the student's Chain of Command, Commander, and Order Issuing Authority if applicable.			TRADOC Reg 350-18, Para 3-32
j. Prepare DA Form 1059 and referred AER memorandum.			AR 623-1, Para 1-13
k. Have student acknowledge receipt of referred AER memorandum.			AR 623-1, Para 1-13

CLASSROOM JOB AID

SCHOOL / BATTALION: _____

DATE: _____

	Yes	No	Remarks
1. Visitor's Folder will contain the following: a. Visitor sign-in log. b. ATRRS class roster. c. Student attendance register (TRADOC Form 270-R) (Sign-in/out Roster) d. Training schedule. e. Required references: (1) POI / CMP (2) Current lesson plan f. Instructor credentials to include: (1) Copy of instructor's proponent certification or copy of the memo to the proponent requesting certification. (2) Operator's permit (if required). g. Critique sheets for class visitors. h. Daily Risk Assessment Worksheet.			TRADOC Reg 350-18, Para 4-5
2. Are copies of approved waivers in the classroom?			COT Checklist
3. Is a copy of all written student materials on the visitor table? (student handouts, etc.)			
4. Is the instructor following the approved lesson plan?			TRADOC Reg 351-10, Para 2-13,2-14
5. Is training scheduled in a logical sequence?			CMP
6. Is the class location suitable for training?			TRADOC Reg 351-10, Para 2-7e
7. Are safety requirements being explained and followed?			TRADOC Reg 351-10, Para 2-18
8. Are students motivated and learning?			
9. Are students and instructors in the same uniform?			
10. Is required equipment available and being used?			POI
11. Is instructor to student ratio being followed?			POI, TRADOC Reg 351-10, Para2-13
12. Is student to equipment ratio being followed?			POI

JOB AID: Environmental Hazards Considerations

A training developer uses risk assessment to estimate the impact of training activities on the natural environment. Environmental-related risk is part of the risk management process, as detailed in FM 3-100.4/MCRP 4-11B, Environmental Considerations In Military Operations. Knowledge of environmental factors is key to planning and decision-making. Risk management does not convey authority to deliberately disobey local, state, national, or HN laws and regulations.

The training developer uses the risk management guidelines to help him comply with environmental regulatory and legal requirements and operate within the law. He should complete the risk assessments and include them as part of the audit trail.

Risk assessments help the training developers identify potential environmental hazards, develop controls, make risk decisions, implement those controls, and ensure proper supervision and evaluation. Consolidate all environmental risks, as well as all other risks, into the overall risk management plan for training.

The risk assessment process is described below.

Step 1. Identify Environmental Hazards. Environmental hazards include all activities that may pollute, create negative noise related effects, degrade archeological/cultural resources, or negatively affect, threaten, or endangered species' habitats.

Step 2. Assess Environmental Hazards To Determine Risk. Risk assessment is a three-stage process to determine the risk of potential harm to the environment:

- Stage 1. Assess the probability of each hazard.
- Stage 2. Assess the severity of each hazard.
- Stage 3. Determine the risk level of each hazard.

Probability and severity are estimates that require an individual's judgment and a working knowledge of the risk management process and its terminology.

Step 3. Develop Controls and Make A Decision. Develop controls to eliminate or reduce the probability or severity of each hazard, thereby lowering the overall risk. Controls may consist of one of the following categories:

- Educational.
- Physical.
- Avoidance.

Once all practicable risk control measures are in place, some risk will always remain. This residual risk requires attention.

Step 4. Implement Controls. These controls are instructor actions and controls to reduce or eliminate hazards. Ensure that controls are integrated into SOPs, written and verbal orders, Training Support Packages, and staff estimates. The critical check for this

step, with oversight, is to ensure that controls are converted to clear, simple execution orders understood at all levels.
Step 5. Supervise and Evaluate. Make on-the-spot corrections and hold those in charge accountable and require that all tasks be evaluated for environmental hazards. Ensure that the AAR process includes an evaluation of environmental-related hazards, controls, and performance.

COMMON ENVIRONMENTAL HAZARDS

Area	Common Environmental Hazards
Air	• Equipment exhaust. • Convoy dust. • Range fires. • Open-air burning. • Pyrotechnics/smoke pots/smoke grenades. • Part-washer emissions. • Paint emissions. • Air-conditioner/refrigeration CFCs. • HM/HW release.
Archeological/ Cultural	• Maneuvering in sensitive areas. • Digging in sensitive areas. • Soldier/Marine disturbing or removing artifacts. • Demolition/munitions effects. • HM/HW spills. • Sonic booms/prop wash.
Noise	• Low-flying aircraft (helicopters). • Demolition/munitions effects. • Nighttime operations. • Operations near post/camp boundaries and civilian populace. • Vehicle convoys/maneuvers. • Large-scale exercises.
Threatened/ Endangered Species	• Maneuvering in sensitive areas. • Demolition/munitions effects, especially during breeding seasons. • Soldiers/Marines disturbing habitat or individual species. • HM/HW spills or releases. • Poor field sanitation. • Improper cutting of vegetation. • Damage to coral reefs.

Soil (Terrain)	• Over use of maneuver areas. • Demolition/munitions effects. • Range fires. • Poor field sanitation. • Poor maneuver-damage control. • Erosion. • Troop construction effects. • Refueling operations. • HM/HW spills. • Maneuver in ecologically sensitive areas such as wetlands and tundra.
Water	• Refueling operations near water sources. • HM/HW spills. • Erosion and unchecked drainage. • Amphibious/water crossing operations. • Troop construction effects. • Poor field sanitation. • Washing vehicles at unapproved sites.

COMMON ENVIRONMENTAL-RELATED CONTROLS	
Control Type	**Environmental-Related Examples**
Educational	• Conducting unit environmental-awareness training. • Conducting an environmental briefing before deployment. • Performing tasks to environmental standards. • Reviewing environmental considerations in AARS. • Reading unit's environmental SOPs and policies. • Conducting spill-prevention training. • Publishing an environmental annex/appendix to the OPORD/OPLAN.
Physical	• Providing spill-prevention equipment. • Establishing a field trash-collection point and procedures. • Establishing a field satellite-accumulation site and procedures. • Policing field locations. • Practicing good field sanitation. • Filling in fighting positions. • Posting signs and warnings for off-limit areas.
Avoidance	• Maneuvering around historical/cultural sites. • Establishing refueling and maintenance areas away from wetlands and drainage areas.

	• Crossing streams at approved sites. • Preventing pollution. • Limiting noise in endangered and threatened species' habitats. • Avoiding refueling over water sources. • Curtailing use of live vegetation for camouflage.

JOB AID: Instructor and Key Personnel Prep for New Training

1. Have all the instructor and key personnel requirements been identified?

    - If the training was developed in-house, schoolhouse personnel will have put together the training requirements.
    - If a contractor developed the training, the contractor will prepare the training requirements.
    - In either case, it is very important that these requirements are viable, will achieve the desired results, and cover all the media and material to be employed.

2. If the instructor and key personnel training was contractor developed, has coordination been accomplished for:

    - Personnel and travel necessary to assist the contractor in preparing the course material?
    - Personnel and travel (if it is away from the schoolhouse) to receive the training?

3. Has training been scheduled with all concerned?

4. Have appropriate resource requirements for training been programmed?

5. Have IPRs concerning the training development been programmed?

6. Has instructor and key personnel training evaluations been planned?

JOB AID: Test Design and Validation

CONSIDERATION	NOTES
1. Are tests designed well?	Do course examinations and the student evaluation plan: • Measure performance called for in objectives? • Test students under realistic conditions? • Use validated test items, i.e., Is there convincing evidence that students who pass exams can perform acceptably on the job? • Require that tests be assessed for validity? • Include how the student's performance will be evaluated, course graduation requirements, re-testing and remediation policy, exam weight factors, instruction evaluated by each exam, examination challenge procedures, and TRADOC and school testing policy? Do test design outputs match results of individual task analysis? This provides the feedback loop to analysis. All individual critical tasks should be trained and tested.
2. Do test items come directly from learning objectives?	Test items should focus on skills and knowledge required to perform tasks in the terminal learning objective. Test items should match the performance measures of the learning objectives.
3. Does the test include all critical tasks or performance steps in the terminal learning objective?	All tasks or performance steps critical to the performance of the terminal learning objective should be tested, including: • Critical decisions. • Difficult actions. • Critical discriminations.

4. Are the test conditions the same as the training conditions?	New conditions should not occur in testing that were not in the training. Conditions should also be as close to the actual work environment as practical, within safety constraints.
5. Are the test standards the same as the training standards?	New standards should not occur in testing that were not in the training. Standards should also be as close to the actual work requirements as practical. Also check to see if the standards are the same as identified in the task analysis.
6. Are scoring instructions specific enough?	Scoring instructions should be specific enough to ensure correct performance is observable and understandable by both the examiner and the soldier being tested.
7. Have exams been validated?	Exams should be validated using target audience soldiers. Test validation data should be recorded, along with interpretations of that data and conclusions made.